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| Lesson Title: | | Evaluating your own Book Talk | | | | | | | | | |
| **Teacher:** | Thomason | | **Hour:** | | 2nd and 6th | | | | | | |
|  |  | | **Date:** | | November 29th and 30th | | | | | | |
| **Unit:** | Book Talks | | **Target Grade Level: 7th** | | | | | | | | |
| **Course:** | Reading | |  |  | |  |  |  |  |  |  |

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| **Learning Target(s):** | Students will evaluate their book talk presentation using Voice Thread and plan improvements. |
| **Criteria for Success:** | Rubric |
| **Progression of Learning:** | Discuss pitfalls of Tri 1 booktalks, plan Tri 2 book talks with changes, Practice book talk on voice thread, evaluate book talk, share book talk |

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| **Content Area Standards, Essential Learnings, and Evidence Outcomes** | **21st Century Skills and Abilities** | **ISTE NET-S, ITEEA, or L4L Standards Addressed** |
| Standard: 1. Oral Expression and Listening  a. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  d. Prepare for audience and purpose by ensuring proper length of presentation, suitable mode of dress, appropriate topic, and engaging content  e. Implement strategies to rehearse presentation(such as memorizing key phrases, creating note cards, practicing with friends, etc.) | Collaboration and Teamwork   * Critical Thinking, Reasoning, and Problem Solving * Invention, Innovation, and Creativity   Self-Direction   * Information Literacy * Global Awareness * Inquiry Questions * Relevance and Application * Nature of Discipline | ISTE  S2D Communication and Colloboration Students use digital media and environments to communicate and work collaboratively, including at a distance,  to support individual learning and contribute to the learning of others. Students: d. contribute to project teams to produce original works or solve problems  4. Critical Thinking, Problem Solving, and Decision Making  Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students: b. plan and manage activities to develop a solution or complete a project |

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| **Pre-Assessment Summary** |  | **Post-Assessment Summary** |
| -Book Talk’s From Last semester |  | -Book Talks for Tri 2 |

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| **Summary of Differentiation Strategies and Students** |  | **Summary of Research Based Instruction Strategies** |
| -Students who have not used Voice thread and will need a separate mini-lesson and time to explore-(Perla, Jose, Sarah, Hannah, Cody, Aspen, Karina, Jeremiah, Judy) |  | Student Self-Evaluation  Student Collaborative Scoring  Rubrics  Teacher Modeling |

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| **Technology Materials and Resources** |  | **Other Materials and Resources** |
| -computers  -disc from book fair  -voice thread account info |  | -rubric  -students will each need a self chosen book they would like to recommend to their peers |

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| **Student Self-Assessment Strategies** |  | **Student Goal Setting Strategies** |
| -Students will be able to asses their own book talk by grading their voice thread video and using the book talk rubric |  | -Students will use their grade from Tri 1 to see where they need to make improvement for Tri 2 |

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| **Tier 1 Interventions (Universal) and Students** |  | **Strategically Planned Questions** |
| -Whole Group Instruction  -Rubric  -Student Colloborative Scoring |  | Why is it important to have an engaging presentation?  Why is it important to have a voice level that everyone in the room can hear and understand you?  Why is eye contact an important part of an oral presentation? |

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| **Tier 2 Interventions (Targeted) and Students** |  | **Vocabulary** |
| **-**Whole Group Instruction  -Rubric  -Student Colloborative Scoring |  | -Voice Level  -Eye Contact  -Good Listener  -Feedback  -Entertaining/Engaging |

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| **Tier 3 Interventions (Intensive) and Students** |  | **ELL Strategies** |
| -Whole Group Instruction  -Rubric  -Student Collaborative Scoring with teacher  -Voice Thread Mini lesson |  | -Collaborative scoring |

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|  | Activities and Lesson Procedures | Pacing |
| **Motivation (hook)** | -Watch video of Ally Carter’s book talk of *I’d tell you I’d Love You, but then I’d have to Kill You* from the Scholastic Videos that come with the Scholastic Book Fair  -Discuss Why or Why not you are motivated to check the book out and why | -Video is 2 min 30 sec |
| **Introduction** | -Review What is a Book Talk? | Day One |
| **Direct Teaching** | -We will discuss the qualities of a good oral presentation focusing on voice level and eye contact  -We will look at the oral presentation parts of the book talk rubric  -We will discuss the pitfalls of last tri’s booktalk and discuss how we can fix those problems  -Create a list of feedback to give to peers who are having those problems | Day One |
| **Guided Practice** | -We will watch a voice thread of Mrs. Thomason presenting a book talk on the first Artemis Fowl novel  -With your shoulder partner discuss how you would score Mrs. Thomason using the book talk rubric  -With your table groups compare your scores and discuss and make changes to your scores  -write feedback to Mrs. Thomason on how she can improve her book talk  -share out as a class and compare feedback | Day One |
| **Feedback** | -Rubric  -Oral Discussion |  |
| **Independent Practice** | -present your booktalk on voice thread  -watch your own booktalk  -score yourself using the booktalk rubric  -answer the self reflection questions  -pick one person in class to share your voice thread with  - | Day 2 |
| **Closure** | Why is it important to have an engaging presentation?-  Why is it important to have a voice level that everyone in the room can hear and understand you? | Day 2 |